Re-Employment Success Inventory
Administrator's Guide

John J. Liptak, EdD

Contents

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This brief guide was written to provide additional information for professionals using the *Re-Employment Success Inventory (RESI)*. In both print and electronic, web-based format, *RESI* helps individuals identify the basic skills and strategies needed to ensure a successful transition from unemployment to employment. It is designed to be self-scored and self-interpreted without the use of any other materials, thus providing immediate results for the respondent and/or counselor. It is appropriate for a wide variety of audiences, from high school to adult.

Summary and Background

Losing a job can be one of the most stressful events in a person's life, and a transition that requires the use of a variety of coping resources and strategies. Research indicates that people who have developed coping resources are much more likely to become re-employed. Therefore, people who have experienced a job loss must be able to develop basic effective coping skills and strategies in order to deal with their loss and successfully obtain re-employment. The following sections will describe the impact that job loss has on people, how stress effects a job search, and describes the coping resources and strategies that can be effective in helping people manage their transition from employment to unemployment, and develop the skills necessary to become re-employed.

Research on the Impact of Unemployment

For the past thirty years, all of the research suggests that job loss and subsequent unemployment can be one of the most stressful events in a person's life. Early research suggested that the stress of unemployment could be linked to a variety of psychological disorders including depression, suicide, alcoholism, and child abuse. Liptak (2012) suggested that making any sort of transition requires a variety of coping skills including managing fears, coping with stress, and managing money issues.

Winegardner, Simonetti, and Nykodym (1984) were the first to describe unemployment as a kind of "Living Death," and they claimed that "unemployment can have a devastating impact on the human psyche, just as the major crises of divorce, the death of

a loved one, and facing death itself strongly affect each individual" (p. 149). Their research suggested that the unemployed go through five stages that parallel those confronting individuals facing death or other serious emotional traumas. The stages included:

Stage 1. DENIAL & ISOLATION   In this stage, individuals deny that they have been terminated from or have lost their jobs.

Stage 2. ANGER   In this stage, reality of the termination has registered, and individuals begin to feel anger toward the organization, management, and/or immediate supervisors.

Stage 3. BARGAINING   In this stage, individuals begin to calculate, computate, and compromise.

Stage 4. DEPRESSION   In this stage, individuals focus more and more on their situation, become more silent and withdrawn, thus contributing to feelings of depression.

Stage 5. ACCEPTANCE   In this stage, individuals focus on the realities of the situation, analyze their skills, abilities, and resources, and face the future (pp. 150-153).

Later, Leana and Feldman (1992) felt that the knowledge about unemployment was not enough to understand the theoretical underpinnings of job loss and methods to help the unemployed transition back into the workforce. Therefore, they conducted a massive, landmark research study of unemployed workers in the Pittsburgh area in order to gather some realistic information about the factors that affect unemployed workers and some tools and techniques that career counselors can use to help the unemployed. In preparing for their study, they noted several shortcomings in the research related to unemployment including:

1. The theoretical construct behind most of what we now know about job loss is related to stress. Job loss is a major stressful life event because it places people in positions of uncertainty; threatens people's mental, physical, and emotional health; and disrupts people's day-to-day routines and behavior patterns.

2. In most research studies on job loss, people were seen as relatively passive agents experiencing unemployment rather than active agents who can control the effects of unemployment. Job loss had been viewed from the deprivation model in which job loss deprives people of desired activities, structures, and meanings to their lives.

3. Most of the research studies related to job loss were qualitative in nature and came from descriptions by people who had been downsized. The researchers felt that what was needed was an empirical study with a large sample.

Leana and Feldman developed a framework for their research study that resulted in a model which ultimately provided more sophisticated research on the effects of unemployment and coping skills that could enhance re-employment. This model provided the structure for the *Re-Employment Success Inventory*. The next section will describe

Leana and Feldman's model for understanding various reactions and coping mechanisms involved in unemployment.

More recent studies of unemployment and its effects seem to mirror those found in earlier research studies. Brewington, Nassar-McMillan, Flowers, & Furr (2004) investigated the factors associated with job loss and found that involuntary job loss has far-reaching effects on the well-being of individuals and families including loss of identity, social contacts, and self-worth; social isolation; stress related to role changes; economic loss and financial reassessment; feelings of helplessness and powerlessness; depersonalization; loss of meaning in life; loss of control; and feelings of anger, despair, and hostility.

Lock (2005) said that unemployment was one of the most devastating stressors of life and equated job loss with the death of a loved one, divorce or separation, serious illness or disability, and being victimized by crime. He suggested that people who have lost their job feel destroyed, violated, wrongly treated, and robbed of their identity.

McKee-Ryan, Song, Wanberg, Kinicki (2005) claimed that job loss research has used generic coping models that do not address the specific, complex mechanisms that affect current outcomes for unemployment. More recently, Blustein, Kozan, and Connors-Kellgren (2013) talked about improvement and maintenance of reorientation as the major mechanism in in coping with major life change and loss. Similarly, Wanberg (2012) completed a longitudinal study of the effects of unemployment as an individual experience. Wanberg's research explored the antecedents and outcomes of coping resources among both unemployed adults and those who have become re-employed.

Solove, Fisher, and Kraiger (2014) used a national sample to study the effects of unemployed workers' coping resources and coping strategies used on re-employment. They found that understanding the experience of job loss is extremely important and that people must cope with constantly changing behavioral and cognitive efforts to manage internal and external demands that are associated with unemployment.

As can be seen from these research studies throughout the past three decades, the experience of unemployment and the stress associated with unemployment can have a devastating physical, psychological, and mental effect on the person and his or her family.

Stress and Burnout in a Job Search

Research suggests that unemployed workers go through a "grieving process" similar to that of people experiencing a personal loss or death (Amundson & Borgen, 1982; Winegardner, Simonetti, & Nykodym, 1984). Additionally, they identify four stages which an individual undergoes as the stress of conducting a job search negatively affects the mental and physical health of the individual. These stages included:

Stage 1. ENTHUSIASM   The initial stages of the job search are characterized by high hopes, high energy, and unrealistic expectations about job possibilities. For example, individuals usually begin their job searches full of great expectations about the possibilities of finding a job.

Stage 2. STAGNATION   After the initial enthusiasm, job search efforts stagnate as the result of the job loss becomes apparent. Individuals at this stage might start to tire from the effort and work required in finding a job.

Stage 3. FRUSTRATION   As the job search extends over time and the individual experiences repeated rejections, the individual often feels frustration and anger which results from continual rejection during a job search campaign. Unemployed individuals often vent their frustration and anger on friends and family.

Stage 4. APATHY   During this stage, the individual now spends a minimum amount of time on the job search and a negative self-fulfilling prophecy begins to emerge. For example, individuals often give up at this point, believing there must be something wrong with them and consequently spend less time looking for a job (p. 563).

In the initial stages of the job search, according to this model, unemployed workers are relatively enthusiastic about looking for a job. However as these individuals experience long-term unemployment, the stress of unemployment eventually leads to abandonment of the job search. In order to lessen the effects of burnout and speed the job-search process, employment and career counselors need to be more aware of the levels of stress which their clients are experiencing and be knowledgeable about the various stress-reduction techniques that can help their clients cope with unemployment and the job-search campaign.

Models for Coping with the Stress of Job Loss

Many models have been developed for conceptualizing the impact of coping resources and strategies on the ability to cope with job loss and become re-employed. Latack, Kinicki, and Prussia (1995) described an integrative process model of coping with job loss that states that coping resources have a direct effect on coping strategies. According to this model, the availability of coping resources such as enhanced self-esteem, social support, and financial stability directly affect a person's appraisal of the gap between current unemployment and a future desired employed status.

Similarly, Solove, Fisher, and Kraiger (2014) hypothesized a model of coping with job loss and subsequent employment status. In this model, people who are able to develop coping resources related to both problem-focused coping and emotion-focused coping are able to deal effectively with their job loss and become reemployed in a reasonable amount of time.

Leana and Feldman (1992) presented a model for understanding and coping with job loss that has since been duplicated by many people researching unemployment issues. They suggested that people react to stress in several ways:

1. They react emotionally, cognitively, and physically to the stressful event. People who find themselves unemployed go through a variety of feelings, begin to reassess the threat, try and control the situation personally, and may even experiencing eating and sleeping problems.

2. They look at the unemployment from a practical standpoint and begin to reassess their spending habits and money management system. They look at their financial situation realistically and find ways to reduce spending while in the throes of unemployment.

3. They seek social support from friends and relatives to reduce the symptoms of unemployment. They will seek out others who are experiencing, or have experienced a similar situation as them.

4. They begin searching for a new job to simply eliminate the current problem. This includes developing a network of prospective employers, refining a job search campaign, writing resumes and cover letters, and developing effective interviewing skills.

5. They look at ways in which they can alter their current career path through such interventions as retraining in a new occupation, completing career assessments, and learning ways to transfer their skills from occupation to occupation.

Subsequent research suggests that the Leana and Feldman model comprehensively describes the needs of people suffering with job loss. For example, Lock (2005) had similar findings and had similar suggestions about how people who have lost their jobs can cope more effectively including applying for unemployment benefits as soon as possible, examining income and expenses, lowering expenses while out of work, thinking of ways to bring in extra income, staying healthy and finding ways to eliminate stress, getting support of family and friends, reaching for spiritual connections, getting help from community support groups, and organizing a job-search campaign. The Leana and Felman model also served as the basis for the development of the *Re-Employment Success Inventory*.

Coping Resources

Vinokur and Schul (2002) examined coping skills related to re-employment and found that coping resources can have both a direct and indirect effect on the recovery from job loss and subsequent re-employment. They found that the development of such resources as stress management, money management, and financial planning can have a tremendous positive impact on a person's ability to find employment after losing a job. Similarly, Solove, Fisher, and Kraiger (2014) agreed that developing coping resources

can be critical in people's ability to successfully obtain employment after suffering a job loss. They said that:

> *"Directly, the negative effects of job loss can be lessened or*
> *buffered through the application of coping resources. Indirectly,*
> *coping resources can trigger the use of coping strategies or increase*
> *the effectiveness of such strategies, leading to recovery from*
> *job loss" (p. 3).*

Prussia, Fugate, & Kinicki (2001) suggested that enhancing self-esteem is the critical component in helping people who have experienced job loss to become re-employed. They found that any resource or strategy that enhances self-esteem will see an increase in the drive intensity of a job search, which is related to obtaining re-employment. They recommended such strategies as financial planning, exploration of training resources, and managing stress as effectively as possible.

Strategies for coping with job loss have primarily been categorized as either problem-focused or emotion-focused coping strategies (Solove, Fisher, & Kraiger, 2014). They say that problem-focused coping involves eliminating stressors by taking action to address the cause of the problem such as seeking additional training, actively searching for new job opportunities, developing a new career plan, and learning to overcome financial hardship. On the other hand, they contend that emotion-focused coping involves easing the emotional distress through such activities as learning effective stress-management techniques and finding social support at home or in the community.

Research related to interventions designed to enhance coping resources actually augment re-employment. Guindon and Smith (2002) suggested that successful re-employment requires career and employment counselors to work on a variety of threats including stress reactions, financial concerns, and low self-esteem. They suggested that career and employment counseling "has the potential to lessen the emotional toll of unemployment through skill building, action planning, and implementation strategies" (p. 80). Westaby's (2004) research demonstrated that outplacement programs designed to provide job-search assistance, social support, and stress management assistance helped job seekers become re-employed quicker and at higher salaries.

Need for the RESI

The *Re-Employment Success Inventory (RESI)* is designed to meet the need for a brief assessment instrument to help people identify their stressors in coping with the stress of unemployment, and finding ways to become re-employed. It is based on the notion that unemployment is one of the most stressful events in people's lives and that by using a variety of techniques, people can be taught to effectively cope with unemployment stress.

Research indicates that the stress that accompanies unemployment can affect the employee and his or her family in a variety of negative ways. Most of this research suggests that unemployment can affect people mentally (i.e., depression, anger issues),

physically (eating and sleeping disorders), and psychologically (loneliness and low self-esteem). In addition, people who are unemployed tend to have more family and relationship problems that people who are unemployed.

Many critical factors were found in the research that could be used to help the unemployed to deal with unemployment and cope with the stress associated with unemployment. These factors primarily included such things as helping people to cope with the physical and emotional effects of stress, manage their money differently, gain the support of friends and family while unemployed, carry out a comprehensive job-search campaign, and look at their careers for ways to enhance career development.

Even though these factors have been identified in the literature as ways to help people cope with the stress of unemployment, there is no assessment available for career counselors to use to help clients identify these critical factors. Career counselors have been forced to rely on client information related to the intensity of their stress in each of the areas. The *RESI* is designed to help people explore and identify the specific areas in which they are experiencing stress and work to find ways to help people cope with the stress of unemployment.

The *RESI* is intended for use in any type of program that provides career counseling, job-search assistance, or vocational guidance including comprehensive career guidance programs, employment counseling programs, rehabilitation counseling programs, college counseling centers, college career and placement offices, outplacement programs, prisons and parole-oriented programs, military transition programs, school-to-work programs, welfare-to-work programs, and employee development programs.

Administration and Interpretation

The *RESI* has been designed for ease-of-use and can be administered electronically or in print format. It can be easily scored and interpreted by the respondent. The assessment consists of 50 items that have been grouped into five scales that are representative of the five stressful areas associated with unemployment identified in the literature. Each assessment also includes scoring directions, an interpretation guide, an occupations identification guide, and a career exploration worksheet.

The *RESI* can be administered to individuals or to groups. It is written for individuals at or above the 7th grade level. Since none of the items are gender-specific, the *RESI* is appropriate for a variety of audiences and population.

Administering the RESI

The *RESI* can be self-administered, either using an electronic, web-based format or a print-based format. This guide will focus on administering the print-based assessment, but many of the details also apply to the web-based format.

The print-based booklets are consumable, and a pencil or pen is the only other item necessary for administering, scoring, and interpreting the inventory. The first page of the print inventory contains spaces for normative data including name, date, and contact information (phone and email). Instruct each respondent to fill in the necessary information. Then read the description and directions on the first page while all respondents follow along. Test administrators should ensure that each respondent clearly understands all of the instructions and the response format. Respondents should be instructed to mark all of their responses directly on the inventory booklet. The *RESI* requires approximately 15 to 20 minutes to complete.

Steps of the RESI

The RESI is simple to take and can be easily scored and interpreted. Each assessment contains 50 statements that are related to the stress associated with unemployment. Each statement asks the test taker to rate how well the statement describes them on a 3-point scale ranging from "A Lot Like Me" to "Not At All Like Me." The RESI also includes scoring directions, a scoring profile, descriptions of the five essential coping areas, and an interpretive guide that helps test takers to connect their results to strategies that can help them to deal with the stress of unemployment and a space is provided for test takers to develop an action plan for re-employment success. The *RESI* uses a series of steps to guide respondents. In Step 1, respondents are asked to circle the response that represents their answers for each of the 50 statements. Respondents are asked to read each statement and circle the response that describes them based on the following Likert-scale choices:

A Lot Like Me   *Somewhat Like Me*   *Not At All Like Me*

Each of the scales is made up of 10 items that represent unemployment stress and coping issues being measured by the RESI.

In Step 2 respondents add their scores for each color-coded scale. (In the electronic, web-based version, this step is done automatically for the test taker. The subsequent steps are then renumbered.) Step 3 provides a chart which allows test takers to chart their scores from 10 to 30. Results are recorded in the Coping Profile table. This Coping Profile table helps respondents to understand their scores better. Step 3 also helps test takers to interpret what their scores mean by providing descriptions of the five scales. Step 4 helps test takers explore activities for developing skills to help them deal with the stress related to unemployment. Step 5 encouragers test takers to develop a actioner-employment success plan, and apply what they have learned to assist them in becoming re-employed.

Understanding and Interpreting RESI Scores

The *RESI* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total of the numbers circled for each of the ten self-report unemployment stress issue statements for the five scales. The performance of individual respondents or

groups of respondents can only be evaluated in terms of the mean scores on each of the scales.

Each respondent will get a score falling into one of the following three categories:

Scores from 10 to 16 are Low and indicate that the respondent has not been taking actions to recover from job loss. Respondents with this score will need to complete most of the activities identified in Step 4 to ensure that they are able to adequately cope with job loss, continue with a fulfilling life, and successfully continue with a career.

Scores from 17 to 23 are Average and indicate that the respondent has taken some actions to recover from job loss. Respondents with this score will need to complete some of the activities identified in Step 4 to ensure that they are able to adequately cope with job loss, continue with a fulfilling life, and successfully continue with a career.

Scores from 24 to 30 are High and indicate that a respondent is doing what is necessary to adequately recover from job loss. The activities in Step 4 will help respondents be sure that they are doing everything possible to adequately cope with job loss, continue with a fulfilling life, and successfully continue with a career.

Respondents generally have one or two areas in which they score in the high or average categories.

The respondents should concentrate on exploring their strengths and weaknesses first. However, they should also look for ways to use their scores to enhance their chances of re-employment success. This is best accomplished by having respondents complete all of the activities in Step 4. This will help them to think about important methods for dealing with the stress of unemployment including managing the physical and emotional stress, managing money, developing a social support network, looking for a new job, and developing effective career strategies.

Keep in mind that it is not necessary to score high on every scale on the RESI. This assessment is designed to help people experiencing unemployment learn to effectively deal with the stress of unemployment.

Alternatively, some respondents may score in the average or low ranges for most or all of the five scales. If this is the case, the person may need to do a lot of stress-management work to prepare for re-employment. For these people, it may be beneficial to focus on strengthening one area, rather than trying to tackle all scales with a low-range score.

Scales Used on the RESI

Because the primary objective of this instrument is to help people manage the stress that may be inhibiting the transition from unemployment to employment, the *RESI* is organized around five scales that represent the five major stress-related areas of unemployment. These scales were chosen as representative based on a literature review related to stress and unemployment. They are as follows:

I. Stress Management

People who suffer a major loss must deal with the stress associated with unemployment. People scoring low on this scale have difficulties seeing change as an opportunity for growth, tend to blame others, and are not prepared for the psychological stress that accompanies change. They tend to have a difficult time in managing stress and the symptoms that accompany stress. They do not maintain their physical, psychological, social, or spiritual wellness. They tend to repress their emotions, refuse to talk about their feelings with significant others, and have been unable to develop coping strategies for managing their emotions.

II. Money Management

People who suffer a major loss, like going from employment to unemployment, must deal with changes in how they spend and save money. People scoring low on this scale tend to have trouble managing their finances while unemployed. They tend not to want to develop a realistic financial plan, make changes in their spending habits, and revise and stick to a budget.

III. Social Support

People who suffer a major loss, like going from employment to unemployment, must develop a system of people and resources who can support them while making the transition from unemployment to employment. People scoring low on this scale tend not to have a social support network, have trouble communicating their situation and feelings to family and friends, and have trouble asking for what they need.

IV. Job Search

People who suffer a major loss, like going from employment to unemployment, must begin searching for a new job. People scoring low on this scale tend to have a limited job-search plan, lack the knowledge of how to network for employment, and are not willing to devote the time, energy, and effort required to become successfully employed.

V. Career Plan

People who suffer a major loss, like going from employment to unemployment, must rethink their careers and career development. People scoring low on this scale are not ready for an uncertain career future, do not have a comprehensive career plan for their life, and have not set short-term and long-term career goals for themselves.

Illustrative Case Using the RESI

Profile Results for Rachel: Rachel has recently been downsized from her job as a manager at a local grocery store. She is married and has two children. She is currently receiving unemployment compensation, but that will run out in two months. Her husband has a small business mowing lawns for industrial businesses and commercial properties. Rachel is anxious to get back to work to help support her family, and provide health-care benefits for her family. Health-care coverage is the primary reason that Rachel is feeling stressed about the situation her family is in. She is also stress about searching for another job, because "I have worked there for 11 years, and I don't know how to look for a job anymore!"

Her scores on the *RESI* included (scores range from 10 to 30):

> Stress Management = 18 (Average)
>
> Money Management = 24 (High)
>
> Social Support = 19 (Average)
>
> Job Search = 20 (Average)
>
> Career Plan = 17 (Average)

As can be seen from her results on the *RESI*, Rachel is coping fairly well in some areas during her unemployment, and in some areas she needs help in enhancing her coping skills. She scored lowest on the Career Plan scale, and needs help in determining her long-term career goals, explore her transferrable skills, and might even need help with re-training in a more viable industry. She is under considerable stress, mostly related to not having adequate health care coverage for her and her family. She needs to develop more effective stress-management skills and learn more effective ways of coping with the uncertainty of unemployment. Based on her lowest scores, she may also need to ask for help from social agencies and job-search agencies in her area, as well as confide in her support group. She seems to be managing money well, but could use some help in developing a job-search plan, refining her job-search tools, and learning how to market herself better.

Research and Development

This section outlines the stages involved in the development of the *RESI*. It includes guidelines for development, item construction, item selection, item standardization, and norm development and testing.

Guidelines for Development

The *RESI* was developed to fill the need for a quick, reliable instrument to help people identify how well they are coping with their job loss, learn new coping skills, and make the transition from unemployment to employment.

The inventory consists of five scales, each containing ten statements that represent the scales. It also provides counselors and job-search specialists with information that they can use to help their clients and students make more effective transitions from unemployment to employment. The *RESI* was developed to meet the following guidelines:

1. **The instrument should measure a wide range of unemployment stress areas.** To help people identify a how they are experiencing stress related to unemployment, five scales were developed that were representative of the unemployment stressors reviewed in the literature. The five scales on the RESI included stress management, money management, social support, job search, and career plan.

2. **The instrument should be easy to use.** *The RESI* uses a three-point Likert question-answer format that allows respondents to quickly determine their levels of stress related to unemployment. The consumable format makes it easy to complete, score, and interpret the assessment and helps people explore their strengths and weaknesses related to coping with stress and becoming re-employed in the world-of-work.

3. **The instrument should be easy to administer, score, and interpret.** The *RESI* utilizes a consumable format that guides the test taker through the four steps necessary to complete the *RESI*.

4. **The instrument should apply to both men and women.** Norms for the *RESI* have been developed for both men and women.

5. **The instrument should contain items which are applicable to people of all ages.** Norms developed for the *RESI* show an age range from 18-61.

Scale Development

Scale development for the RESI was based primarily on a review of the literature related to the stress of unemployment and ways of coping with unemployment stress. Many researchers have identified the critical issues that are faced by people who have become unemployed and are facing with finding a new job. Leana and Feldman (1992) completed a classic study and presented a model for understanding and coping with job loss that has since been duplicated by many people researching unemployment issues. Table 1 shows the correlation between their model and the scales on the RESI.

Table 1 Comparison of Stress Reactions to Unemployment & *Re-Employment Success Inventory* Scales	
Stress Reactions	*Re-Employment Success Inventory* Scales
They react emotionally, cognitively, and physically to the stressful event and thus need to reduce the stress associated with unemployment.	Stress Management
They look at the unemployment from a practical standpoint and begin to reassess their spending habits and money management system.	Money Management
They seek social support from friends and relatives to reduce the symptoms of unemployment.	Social Support
They begin searching for a new job to simply eliminate the current problem.	Job Search
They look at ways in which they can alter their current career path through career interventions.	Career Plan

Later, McKee-Ryan, Song, Wanberg, Kinicki (2005) undertook an unemployment meta-analysis that confirmed many of Leana and Feldman's findings.

Similarly, Amundson and Borgen (1982), after interviewing hundreds of outplaced people, developed a model which outlines the various emotional stages that many of the individuals reported experiencing after losing their job. Their research suggests that people who find themselves unemployed describe the experience as an emotional roller coaster, in which they feel unbalanced and experience the highs and lows of looking for another job. People ultimately develop a "bridge" from the stress and negative cycle of unemployment to positive coping mechanisms for dealing with the stress of unemployment. Table 2 shows the correlation between the "bridge" coping skills and the scales on the RESI.

Table 2 Comparison of "Bridge" Model & *Re-Employment Success Inventory* Scales	
Coping Categories	*Re-Employment Success Inventory* Scales
Feeling Good (working out, meditating, thinking positively, dealing with emotions)	Stress Management
Reducing Financial Pressure (manage money, develop a financial plan, reduce expenses)	Money Management
Staying Positive (seek support from friends and family, find job clubs)	Social Support
Working Hard (begin your search for a new job, stay in touch with network, and find a survival job)	Job Search
Staying Competitive (consider re-training, self-assessment, goal-setting, and explore other options)	Career Plan

As can be seen, the scales on the *RESI* share many characteristics of other well-established unemployment stress theories and models and is based on decades of research. Both models are considered landmark studies and suggest that the five scales used for the RESI are the five areas in which the unemployed can find coping mechanisms to reduce their unemployment stress.

Item Selection

A large pool of items which were representative of the five major scales on the *RESI* was developed and later revised. This enabled the elimination of items which did not correlate well. In developing items for the *RESI*, the author used language that is currently being used in the career and job-search literature, research, and job training and counseling programs. After the items were developed, they were reviewed and edited for clarity, style, and appropriateness for identifying personality types that affect how people are attracted to occupations based on their personality type. Items were additionally screened to eliminate any reference to sex, race, culture, or ethnic origin.

Item Standardization

The *RESI* was designed to measure the coping resources and strategies people use when unemployed and shows ways that people can cope more effectively while pursuing re-employment. The author identified adult populations to complete the *RESI*. These populations completed drafts of the *RESI* to gather data concerning the types of resources and strategies that people use when they have lost their jobs due to firings, layoffs, and downsizing. Experts in the field of career counseling were asked to sort the items into

categories to ensure item standardization. From this research, a final pool of 12 for each category on the RESI was chosen to administer for statistical validation.

This initial research yielded information about the appropriateness of items for each of the *RESI* scales, reactions of respondents concerning the inventory format and content, and reactions of respondents concerning the ease of administration, scoring, and profiling of the *RESI*. The data collected was then subjected to Chronbach's Alpha correlation coefficients to identify the items which best represented the scales on the RESI. Based on this analysis, ten items were selected for the final version of the assessment. The items accepted for the final form of the *REII* were again reviewed for content, clarity, and style. Careful examination was conducted to eliminate any possible gender or race bias.

Reliability

Reliability is often defined as the consistency with which a test measures what it purports to measure. Evidence of the reliability of a test may be presented in terms of reliability coefficients, test-retest correlations, and interscale correlations. Tables 3, 4, and 5 present these types of information. As can be seen in Table 3, the RESI showed very strong internal consistency validity with Chronbach Alpha Correlations ranging from 0.89 to 0.94. All five of these correlations were significant at the 0.01 level. To establish test-retest reliability, one month after the original testing, 50 people in the sample population were re-tested using the RESI (See Table 4). Test-retest correlations for the CPI ranged from 0.885 to 0.921. All of these correlations were also significant at the 0.01 level and showed that the RESI demonstrates reliability over time. Table 5 shows the correlations among the RESI scales. Understandably, the RESI showed the largest interscale correlations among the Stress Management and Money Management scales (0.217) and the Career Plan and Job Search scale (0.235). The relationship between these two sets of scales seems to be a natural fit. All of the other interscale correlations were much smaller, adding to the independence of each of the scales on the RESI. In fact, many of the scales had negative correlations.

Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *RESI* is presented in the form of means and standard deviations. Table 6 shows the scale means and standard deviations for men and women who completed the RESI. It should be noted that women scored highest on the Money Management (M = 23.65) scale, followed by the Social Support (M = 23.24) scale. This suggests that women are more likely to change the way they spend money after having lost their jobs. They will develop a realistic financial plan, and budget their money if necessary. Women are also likely to ask for help and seek social support during their unemployment. Women scored lowest on the Job Search (M = 19.27) scale and the Stress Management (M = 19.34) scale. This suggests that women may not be as ready and motivated to search for employment, and will struggle managing the stress of their job loss and search for re-employment.

Men scored highest on the Job Search (M = 21.92) scale, followed by the Social Support (M = 21.49) scale. This suggests that men are anxious to get started looking for a job upon experiencing unemployment, and they will also be likely to ask for help and seek social support during their unemployment. Men scored lowest on the Career Plan (M = 18.98) scale. This suggest that they do not spend a lot of time planning for their career transition or in setting long-term and short-term career goals.

Overall, people completing the RESI scored highest on the Money Management (M = 22.51) scale and lowest on the Stress Management (M = 20.17) scale. This suggests that the recently unemployed seem able to cope with their money issues, develop a budget, and stick to it. However, they seem to be struggling with managing the stress associated with unemployment and a subsequent job search.

Table 3 RESI Internal Consistency (Chronbach's Alpha Correlations)*	
Scales	Correlation Coefficients
Stress Management	0.89**
Money Management	0.92**
Social Support	0.91**
Job Search	0.94**
Career Plan	0.90**
* N = 46 Adults ** Correlation was significant at the 0.01 level.	

Table 4 RESI Stability (test-retest correlation)*+	
Scales	Correlation Coefficients
Stress Management	0.895**
Money Management	0.921**
Social Support	0.901**
Job Search	0.885**
Career Plan	0.911**
* N = 50 Adults + 1 month after testing ** Correlation was significant at the 0.01 level.	

Table 5 RESI Interscale Correlations *					
Scales	Stress Management	Money Management	Social Support	Job Search	Career Plan
Stress Management	1				
Money Management	0.217	1			
Social Support	−0.121	0.153	1		
Job Search	−0.121	−0.121	0.292	1	
Career Plan	0.126	0.131	−0.124	0.235	1
* N = 123					

Table 6 RESI Means and Standard Deviations for Adults *						
Scales	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Stress Management	20.17	5.2	20.99	5.8	19.34	4.7
Money Management	22.51	5.8	21.37	5.7	23.65	6.0
Social Support	22.37	5.8	21.49	5.9	23.24	5.7
Job Search	20.60	5.8	21.92	6.1	19.27	5.5
Career Plan	20.38	4.8	18.98	4.7	21.78	4.9
* N = 123; Male N = 162, Female N = 145						

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